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ABSTRACT

This handbook provides the secondary language arts teacher with a series of meaningful activity options which use the newspaper as the learning resource. The handbook discusses the purposes of language arts education, the advantages of using the newspaper as a resource, and the relationship between the two. Taken from numerous books, kits, guides, and journal articles, the activities in the handbook were selected because they are supportive of the purposes of language arts education. Applications of activities for writing, literature, and speech are included. (RS)

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Using the Newspaper to Teach Secondary Language Arts

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Preface

The purpose of this brief publication is to provide the secondary language arts teacher with a series of meaningful activity options which use the newspaper as the learning resource.

An attempt is made to briefly discuss the purposes of language arts education, the advantages of using the newspaper as a resource, and the relationship between the two.

The activities in this publication were selected because they are supportive of the purposes of language arts education. Numerous books, kits, guides and journal articles were used as part of the selection process.

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The Essentials of English Education

There are as many ways to teach English as there are people to teach it. While this statement offers an apparent exaggeration, it does suggest the state of the art in English teaching that has prevailed for many years. Some school districts, for example, prepare curriculum guides: some so specific, teachers had no room for meeting individual needs of their students; others so broad, teachers could do about anything they wanted. Problems arose and little was accomplished.

Teachers are still concerned with the scope and sequence of English teaching. Many believe that the triad approach is best: six weeks of literature, grammar, and composition, usually in that order. Others build thematic units in which all the English areas (the language arts) are included around a central theme. The fragmentation of the English curriculum is removed and a more unified approach is used.

What has been missing through this debate of what and how English should be taught is a focus on general goals and specific skills in the total English program. To that end, the National Council of Teachers of English, along with other professional associations, issued position papers on essentials in education. The NCTE document, although entitled "The Essentials of English,"* covers the full range of language arts subject areas. It was the intent of the English organization to identify "the ways in which the study of English contributes to the knowledge, understanding, and skills of those who will make up the society of the future."

The Essentials of English document includes goals and objectives in language, literature, communication skills, and thinking skills. Briefly, each is summarized as follows:

Language

Language may be thought of as a subject worthy of study by itself and as a means by which people communicate ideas and feelings. The study of language may include activities in language development and change; its use, misuse, and abuse in the communication process. Language is primarily studied through the communication of people.

Literature

The English curriculum should help students to see that literature is a means that culture has to transmit itself and that through the study of literature, students may have vicarious experiences that otherwise may not be readily available to them. Through the study of literature, students will be able to see literature as a mirror of human experience, appreciate language in use, and develop habits of reading that continue into adult life.

Communication Skills

To communicate effectively with others is one of the most important goals for students in English education. Programs include skill development in reading, writing, speaking, listening, and using media.

Thinking Skills

Thinking skills transcend all components of the English curriculum. Programs include skill development in creative, logical, and critical thinking. Competence in these areas must be achieved in order for students to be able to reason well as they read, write, speak, listen, and observe in an ever changing society.

Obviously, given limited space it has not been possible to reproduce all of the Essentials of English document. The document has, however, served as a guideline for the development of the newspaper-based language arts activities that appear in this publication.

The following section will focus on the use of the newspaper as a resource in the secondary language arts classroom.

The Newspaper and Secondary Language Arts

Many educators over the years have proclaimed that students learn best by doing. While the specifics may change over time, the learn-by-doing philosophy is still sound and warrants continued implementation. We have moved through many influences during the past few years, but perhaps most importantly, we have retained the active participation of students in their learning. Many students are, indeed, learning by doing.

So it is in the teaching of English. Teaching and learning are pleasurable experiences in this activity-oriented classroom. Students act more like "normal" people and gain so much more when they are personally, actively involved in what they are doing. English teachers are no longer telling information about the content, but are involving students in the actual process of using the concepts they learn and applying the knowledge to their own lives.

The newspaper is a very dynamic teaching tool to use in this activity-oriented, student-centered classroom. Because of its accessibility and because of its wide range of content and interest levels, the newspaper serves many purposes in the English classroom. To beginning writers, the newspaper is a

* *Published in 1982 by the National Council of Teachers of English.*

source for ideas about which to write; for the able readers, the newspaper enables them to continue to strengthen their reading and literature skills by reading content that is interesting and up-to-date as well as written in a variety of styles; for the reluctant reader, the newspaper provides ample reading material without carrying the remedial stigma that so frequently is attached to materials for the low achiever; and for the student of language, the newspaper offers a wide variety of language styles from the editorial page to the sports page.

Teaching Writing

The major goal of any writing program is to develop within the student life-long skills in creating ideas and in writing them effectively to others. To do this, teachers must provide students with writing materials and strategies that enable the inexperienced writers to see that writing is a process that is on-going and that has steps along the way so that students may concentrate on specific writing skills and techniques. The sequence includes pre-writing, writing, and revision.

Many times students have a fear of writing. The pre-writing stage helps students to understand the writing process and helps them to overcome their frustrations. The important focus in pre-writing is that students experiment with their language—making it fresh, alive, and workable to express their ideas. Pre-writing offers students a chance to experiment with words and phrases without fear of penalty from the teacher. Students play around with word choices; they search through literature to see how other writers have made similar choices. Students collect samples of this effective use of language from a variety of courses including the newspaper. Again, through personal involvement, students are actively investigating what effective writing is and how it can be incorporated into their own writing.

Ideas, of course, are the main stay of any writing program. For many students, the generation of these ideas is a problem. As part of the pre-writing stage, students spend considerable time generating ideas which in turn become sources for writing topics. The newspaper contributes tremendously during this time primarily due to the wide range of information available to its readers. The newspaper introduces the non-school world into the classroom, and, therefore, makes for greater variety in the selection of writing topics.

After reducing inhibitions toward writing and after generating many ideas about which to write, students begin the writing process. Fluency in writing is extremely important in the total scope of teaching composition. At first, the writing is very experimental and as the process moves along, it becomes more focused and product oriented. Students begin with the unrestrictive flow of words to the paper. They are given the freedom to write whatever is important to them at the moment. They write freely about their feelings and ideas about which they really care. This enables students to write frequently and without fear of penalty so that fluency can be achieved. This writing that occurs early in the process has much experimentation in it; it is tentative; it may serve as sources for future writing. Since there is no right and wrong at this time, students are encouraged to write anything and everything so that they feel comfortable sharing ideas on paper.

After fluency has been established, students focus in on specific ideas they wish to express. They make every effort to keep the freshness and honesty that has been generated from the previous experimental writing. It is important now for students to emphasize the selection, organization, and presentation of their ideas. They need to be more restrictive in what they write, to determine how they wish to organize their ideas, and to suggest alternatives to effective presentations. As the process moves forward, students begin to include more structure in their writing. The time to introduce this sophistication is after students feel comfortable expressing themselves and after they have had successes in previous writing. This expository form of writing requires confidence and discipline that come about gradually and with much practice.

It is during this final stage of writing that the newspaper may be most helpful. While it may be useful for in-school writing to have students write research papers, general themes, and various literary forms, it is probably more beneficial for students as they complete their formal education to have experience in other more relevant writing modes: formal letters, reports, reviews, editorials, letters to the editor, and news articles. These examples of structured, more formal writing emphasize the same important logical thinking processes but are much more relevant to the students' lives. Of course, examples of many of these can be found in the newspaper.

A very important step in the writing process is the revision stage. Teachers frequently tell students to look over their writing before they turn it in, but that usually means checking spelling, run-ons, and fragments. Sometimes it simply means copying the first draft over in ink and turning it in. Certainly proofreading and editing are important, but revision—"reviewing" and "reseeing"—have a greater priority. The process of revision means that students go over their writing many times until they feel that it's ready for evaluation. Certainly, newspapers are useful in the revision process since the variety of styles, writing techniques, and

content is so prevalent.

The pre-write, write, and rewrite model is most effective when helping students to develop ideas and to write them effectively to others. It is through this process that youngsters see that writing is an on-going process and that it can not be accomplished in one 50-minute period.

Teaching Literature

Literature plays an important role in the English curriculum. Perhaps more emphasis is given to the study of literature than to any other of the language arts. The extent to which this emphasis is found may be open to discussion, but its importance is not discounted. For, it is through literature that students can see themselves as well as others. The amount of literature included is not of primary importance, but rather how it is taught.

The important strategy in teaching literature is for teachers to have their students become personally involved with the literature that they read. We need this emphasis of personal involvement so that students can develop more confidence in responding to what they read instead of relying on the literary critics. Critics are important, but no more important than the student's own response.

Teachers must be careful not to stress the analytical approach in their teaching. It is not the job of the teacher or the students to tear a piece of literature apart. If this is stressed too much, we may have students responding as one 9th grader did when he said: "I love to read, but I hate literature." It is important to note these more technical characteristics of literature study, but they do not command primary attention. The attention is given to the work itself, what the authors have to say, how they say it, and the student's personal responses to it. After those initial responses, students can then turn from this emotional level to the intellectual level. It is during this time that students investigate the use of symbols, tone, points of view, figures of speech, and other important tools of writing. In addition, terms such as character, theme, setting, mode, literal language, and figurative language are introduced whenever the reading warrants it. Certainly the major literary genres—novel, short story, poem, essay—are the primary sources for literature study, but the newspaper can be a most effective source as well.

The newspaper is a vital source for the reluctant reader because many of the classroom activities can be designed to stimulate and expand reading interests and to improve reading comprehension. Because of this, students, especially those who would never complete a lengthy novel or

comprehend a complex poem, may become so interested in the newspaper that reading it will become a lifetime habit. In addition, other areas important to literature study can be included: vocabulary, comprehension, plot, and characterization.

Teaching the English Language

The language component of the English curriculum is important and should be an integral part of the program of study. It is important to note that teaching the English language is not just teaching grammar. There is so much more: the nature of language, its structure and usage, the history, dialects, semantics, and the "silent language" as well.

To teach structure (grammar) in isolation has long since been recognized as having no positive effect on a student's ability to write effectively. Therefore, if the structure of the language is to be taught, it must be a part of the writing segment of the curriculum as described earlier. It is important to teach writing and to use discussion of structural variation, usage items, and general language conventions as an aid to the writing process. Certainly, as students read, they should be aware of structural variations and effective language choices that are made by the authors. To be cognizant of how sentences are put together to make effective and ineffective discourse strengthens the linguistic repertoire of any writer.

The concept of "right vs. wrong" in language is vitally important to young people. They should investigate language usage from its early beginnings; they should discover the differences between "school English" and the English that is spoken and written by adults and young people in the real world. To investigate what constitutes "good" and "bad" English also sharpens the student's awareness of how language may or may not work effectively. The

English teacher should give students the opportunity to practice their language which is used for different purposes, for different listeners/readers, and for different occasions.

A study of the history of the English language enables students to realize that their language is not static—that it has changed over the years and that it will continue to change. This concept is so important to students and teachers as they relate to other students with regional and social dialects. To understand the concept of linguistic change may make students more tolerant toward other people who may be different. In addition, historical change shows how words have changed in meaning and usage. Many students are quite surprised to note the double negatives in the literature of Chaucer and the use of "ain't" in the works of Shakespeare.

English is spoken and written in many different ways across the country. Even though each individual has his/her own dialect—an idiolect—the dialect concept is widely misunderstood. Many feel that a dialect is simply a corruption of the language rather than a valid variation. Therefore, it is important for students to become aware of and have an appreciation for the variety of dialects as valid forms of language use. Students can benefit from investigating the source of dialects in the United States, the effect that western migration of the colonists had on dialects, and the role that physical geography has had on the establishment and retention of dialects. This study arouses much enthusiasm as students investigate their own dialects. They see how their dialects are different from their neighbor's; and soon they begin to see how their dialects are different from those of others in their school, community, state and nation.

English teachers must include in the language component of the curriculum a study of how language is used and what effect this use has on students. Students should be encouraged to read and listen to the media, to political speeches and to the language around them in schools so that they may understand what motivation lies behind specific word choices. Students benefit a great deal from activities in which they have to read very critically to find hidden messages, complex ideas, and persuasive language. Certainly community and school newspapers are an asset to such a discussion. Language is an important part of students' lives. It is imperative that they are able to control it and to let it control them. Therefore, a study of the language of advertising, politics and government, education, and business is an important part of the curriculum.

Many people find themselves in a contradiction—what they say verbally often does not match what they communicate non-verbally. They may say "yes" with their voice, but communicate "no" with the tone of the voice and the facial expression. To study the impact of this contradiction between the verbal and non-verbal is most important for students; therefore, our curriculum should include activities and materials that help students to see the effect that these non-verbal communications have on other people.

The language component is vital to the student's complete understanding of the communication process. To know about the use, misuse, and abuse of language can only increase the student's linguistic savvy and make him/her a more effective producer and receiver of communication.

Teaching Oral Communication

Because oral communication activities serve as aids to learning in each of the other language arts – composition, literature, and language – it should be an integral part of every English class if students are to find meaning in the material and ideas that they encounter.

Generally, there are two maior categories of oral communication: speech and drama. Speech activities may include, but are not limited to, platform speaking, discussion, conversation and interviewing; while drama emphasizes pantomiming, role playing, and improvisation.

Speech activities are most effective when students use them to become more competent citizens who can participate satisfactorily in every day situations which demand oral work. It is not the intent of the English classroom to make proficient speech makers of the students; that is best left to the speech class. It is the intent of the English class to help students become competent in the everyday use of oral English. It is important for students not only to carry on intelligent conversations; but also to express thoughts and to establish identities by what they do and say.

Drama is a natural element of the English class since it can be used most effectively in bringing about the integration of the subject areas in English Drama is as effective with composition and language as it is with literature. It adds a more exciting dimension to learning and it helps to bring about effective communication. Whether students are interpreting poetry through pantomime, establishing readiness to read a short story through improvisation, or sharing an understanding of the general theme of a novel through role playing, students are actively and personlly involved in their learning. It is evident that students have experienced a piece of literature. They have done more than just read and discuss; they have become personally involved with the work. In addition, pantomime, improvisation, and role playing can be used effectively with the study of non-verbal

communication, vocabulary, writing, usage, dialects, and semantics.

The English classroom can and should be an active place. The days when students sat passively at their desks are gone forever. Whether students are sharing writing in small groups, investigating the language of advertising in newspapers, or responding in oral discussion to an editorial, they are actively involved in their education. Experience and research clearly suggests that an activity based English classroom will be most beneficial to its students.

An activity based English classroom is supported by the use of contemporary resources, including the newspaper. More specifically, support for the use of the newspaper in the secondary language arts classroom is as follows:

1. First and foremost, the newspaper provides a "real life referent" for the teaching of language arts concepts and skills; that is, initial learning, retention and transfer are increased if students perceive a connection between the classroom and the world of everyday life.
2. The newspaper is an adult medium and will become "the language arts textbook" for the majority of adults. Its use in the classroom will likely reinforce its importance to effective citizenship and daily life.
3. The newspaper is a continuous written record of our lives and times. It is literature, writing, drama, reading etc. It can be viewed as a daily language arts printout.
4. The newspaper is local and, as such, relates information and events directly to the lives of all students. It is, in effect, a microcosm of our lives and times.
5. The newspaper overcomes "textbook lag" and bridges the inevitable gap between where the textbook leaves off and the existing world begins.
6. The newspaper, depending on how it's used, encourages student activity and involvement and engages the student directly in the learning process.
7. If used wisely, the newspaper will develop in students a desire to read and the skills necessary to read critically and reflectively.

There is a vitality and excitement created through the study of things that are happening, a feeling of involvement in the unfolding drama of today's world.

About the Activities

On the following pages are numerous language arts activities which use the newspaper as the maior resource. The 202 activities are classified as language arts foundations, writing applications, literature applications and speech applications.

The list of activities could go on and on. That is particularly true when considering all of the ways each of the activities could be presented to students. Naturally, students can present what they have learned in a variety of ways.

Many activities are not mutually exclusive. There are obvious overlaps between the four classifications of language arts activities.

Some activities are presented in more detail as student activity sheets. The activity sheets are designed to complement this guide and represent a variety of uses of the newspaper.

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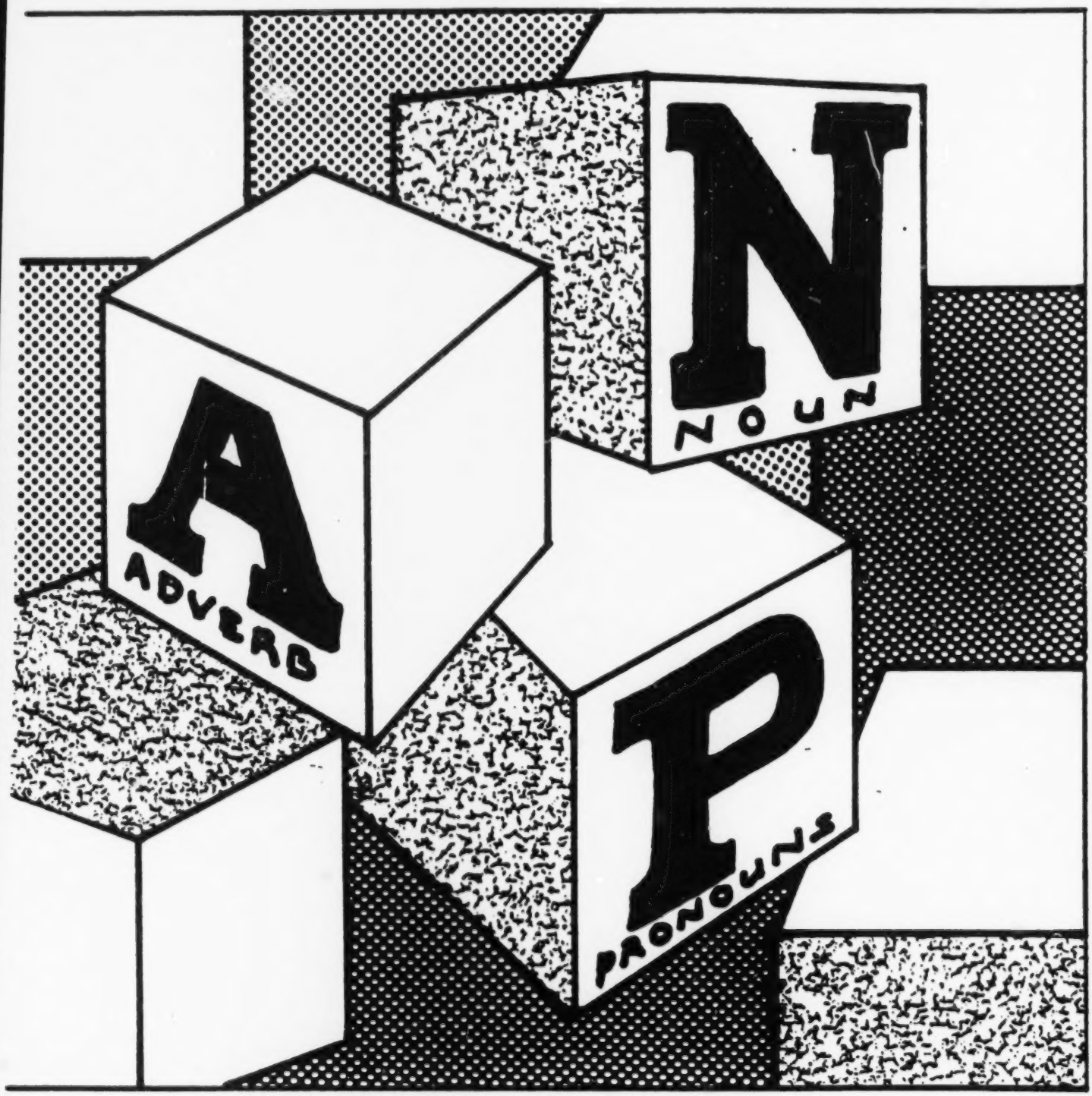
Language Arts Foundation Activities

This section contains 74 language arts activities. The activities are fairly general in nature and should be useful in a variety of language arts courses. The activities in this section are considered basic and serve as a foundation for many of the activities in the other three sections of this publication.



Language Arts Foundations

Have students select a news article of interest. They should identify one word which communicates the main idea of the story. After selecting the one word, they should describe the main idea in a complete sentence. The other details that support the main idea should also be listed.

Have students identify examples of declarative, interrogative, exclamatory, and imperative sentences.

Have students identify from the newspaper, examples of how language is constantly changing. For example, identify words from the current newspaper which would not have appeared in a newspaper ten years ago.

Have students identify unfamiliar words found in the newspaper. They should define each word and, if desired, keep a vocabulary notebook over the duration of the course.

Have students find examples of figurative language as it is used in the newspaper (simile, hyperbole, metonymy, synecdoches, etc.).

Have students locate examples of euphemisms in the newspaper. Different euphemisms can be found in most sections of the newspaper.

Have students locate examples of metaphors and mixed metaphors from the newspaper. Students can substitute metaphors where they are not used in news and feature stories.

More and more we are seeing the use of acronyms in government, business, etc. Have students read the front page of the newspaper and identify as many acronyms as possible. If desired, acronyms can be identified from all sections of the newspapers.

Select a news article of some length. Remove all paragraph indentations and have students arrange the story in paragraphs. Compare with the original.

Clip a story of interest from the newspaper. Scramble the order of the paragraphs. Have students rearrange the paragraphs into the correct order.

Have students write a telegram to relay the news in as few words as possible. Specifically, write a ten word telegram expressing the main idea of a news article.

Have students read the comic strips in their newspaper for a period of at least one week. They should identify as many examples of poor grammar as they can find. They could explain why some comic strip writer intentionally used poor grammatical construction.

Have students select any three comic strips from their newspaper. They should determine which words from the comic strips are nouns, verbs, adjectives and adverbs. Exchange comic strips with one or more classmates to see if they can get the correct answer.

A synonym is a word that has the same, or nearly the same, meaning as another word. Joyful, happy and elated, for example, are synonymous words. Have students select any five comic strips. For each comic strip they should select two words and substitute a synonym of their choice. Did their selections change in any way the humor or meaning of the comic strips?

Comic strip humor comes in various types. Have students find an example, if possible, for each type of humor listed below. Identify each type and attach the examples to a sheet of paper. Have them look up the definition of each type of humor in their dictionary.

1. Slapstick
2. Wit
3. Irony
4. Satire
5. Pun

Have students read their newspaper comic strips for a period of one week. Have them identify at least ten words that were unfamiliar to them. They should list each word, its definition and the comic strip where it was found.

Adjectives are words used to qualify or limit a noun. Adjectives are words like, silly, funny, dumb, crazy, loyal and witty. Have students select any ten comic strip characters from their paper. List the characters and identify one or more adjectives which they believe could be used to describe each character. If possible, compare lists with one or more classmates.

Have students find examples of formal and informal words used in newspapers. For example "flunk" and "failed."

Using weather forecasts for several days, have the student list the describing words that are used.

Using the sports section, have students list the action words used in sports stories.

After giving students examples of clichés found in the newspaper, have them find their own examples.

Using advertising pictures of television sets, washing machines, or other products, have the students list descriptive words or phrases that help a person buy these products.

Have students develop a crossword puzzle using words from the newspaper. Students should exchange their puzzles.

Have students collect pictures that show action and prepare a chart listing appropriate verbs for the action observed.

Have students study news stories and note the use of transition words in each. Have them make a list of the transition words used in the articles.

Use the newspaper to teach students that context clues may give a word meaning. Give students context clues and a certain period of time to find examples in the newspaper.

Have students find words used in the newspaper that would not have appeared in newspapers from previous decades.

Have students make up word puzzles from newspaper clippings illustrating pairs of homonyms.

Using the sports section, have students find as many synonyms as they can for words like win and lose.

Mark selected words in an article. Have students select synonyms, homonyms, or antonyms for the marked words.

Give the student several headlines and have them infer what the story will contain.

Have students compare a news story and an editorial about the same event or topic. Underline facts in blue and opinions in red, determine which contains more facts and which contains more opinions.

Have students read a review in the newspaper of a book, movie, record, concert or television program, underlining the facts in blue and opinions in red.

Select from current newspapers and magazines statements in which the logic may be questionable. Have students read them and state what they believe are the fallacies.

Using Dear Abby or Ann Landers advice columns, have students determine if the problems discussed in the columns are representative of the problems that face the majority of Americans.

Each section of the newspaper has its own vocabulary. Have students identify and define terms used in the different sections.

Have students study satire and find examples in the comic strips.

Have students select a specialized column dealing with a subject that is unfamiliar to them. Have them identify and define the unfamiliar words used in the column.

Have students read the lead editorial in the newspaper and determine the purpose for which it was written. Discuss their opinions. Was it written, for example, to inform, or advise, to praise or command, to argue a point, to express a view, to interpret, or to eulogize?

Obtain a copy of a newspaper or news agency style book. Have students determine punctuation rules of usage that may differ from those found in most textbooks.

Have students prepare a collection of proverbs, folksy sayings, Biblical references, etc. that are used in the newspaper.

Using the overhead projector, eliminate all punctuation from an article and have students insert the correct punctuation. You could also show how changing the punctuation can change the meaning.

Have students identify different parts of speech from the front page of the newspaper. The front page could be laminated for reuse.

Have students locate prefixes and suffixes in the newspaper.

Have students classify the comics as to humor based on puns, politics or satire.

Have students examine the language of advertising and prepare a chart of cliché's, emotionally charged words, etc.

Have students read the sports section of the newspaper and collect phrases and/or words corresponding to particular sports.

Have students scan news or feature articles for expressive words and picturesque language.

Have students identify words from the newspaper that deal with concepts of time, location, size, etc.

Have students identify one syllable, two syllable and three syllable words in the newspaper. Have them place an accent mark on the syllable that should be stressed.

Have students find words in the newspaper that have been "borrowed" or "lifted" from other languages.

Have students evaluate the pictures used in the newspaper. How effective are the pictures? Are there any that could be considered to be in poor taste?

Discuss with your students the importance of symbolic language. Have your students find as many different symbols as they can in one issue of the newspaper.

Have students determine what sentence pattern is used in ten headlines taken from the news and sports pages of the newspaper.

Have students determine how word choice can influence opinion. For example "teachers demands were voiced," "the board proposed," etc.

Have students write reports on the kinds of advertising not accepted by various newspapers. This information is included in the Editor and Publishers International Yearbook.

Discuss various propaganda devices. Have students clip examples of each device from the newspaper and display the labeled examples on a bulletin board.

Distribute a dittoed news item containing several errors. Have each student serve as a proofreader.

Scan the newspaper for typographical errors. You could divide the class into teams and see who finds the most.

Have students identify the 5 W's and H of different news stories.

Mount newspaper articles on oaktag with questions pertaining to the article on the reverse side. Have students read the article and answer the questions. Can be a team or individual exercise.

Clip news stories and headlines. Separate them and have students match the articles with the proper headlines. You can do the same thing with pictures and their captions.

Present the class with an article with appropriate words deleted and have them fill in the deletions by using contextual clues.

Discuss the importance of words with students by presenting them with an article with the key words deleted.

Compare the placement of news articles in two or more newspapers. Discuss the possible reasons why the placement is the same or different.

Compare the headlines of two or more newspapers on the same subject. Discuss the reasons why the headlines differ.

Mount a specified number of ads of a similar nature. Have students rank the appeal of the ads according to their own needs and interests. For example:

1. Help Wanted—Which job should be your choice? Why?
2. For Sale—Which would you buy? Why?
3. Lost & Found—Which item is most valuable? Why?

Have students read and compare two or more letters to the editor on a single issue. Discuss the difference in views expressed and the persuasiveness of the letters.

Have students identify sight words in the newspaper. Find, cut out, and mount words that fit categories like the following: Short words, long words, describing words, etc.

Have students predict what will happen next in a comic strip.

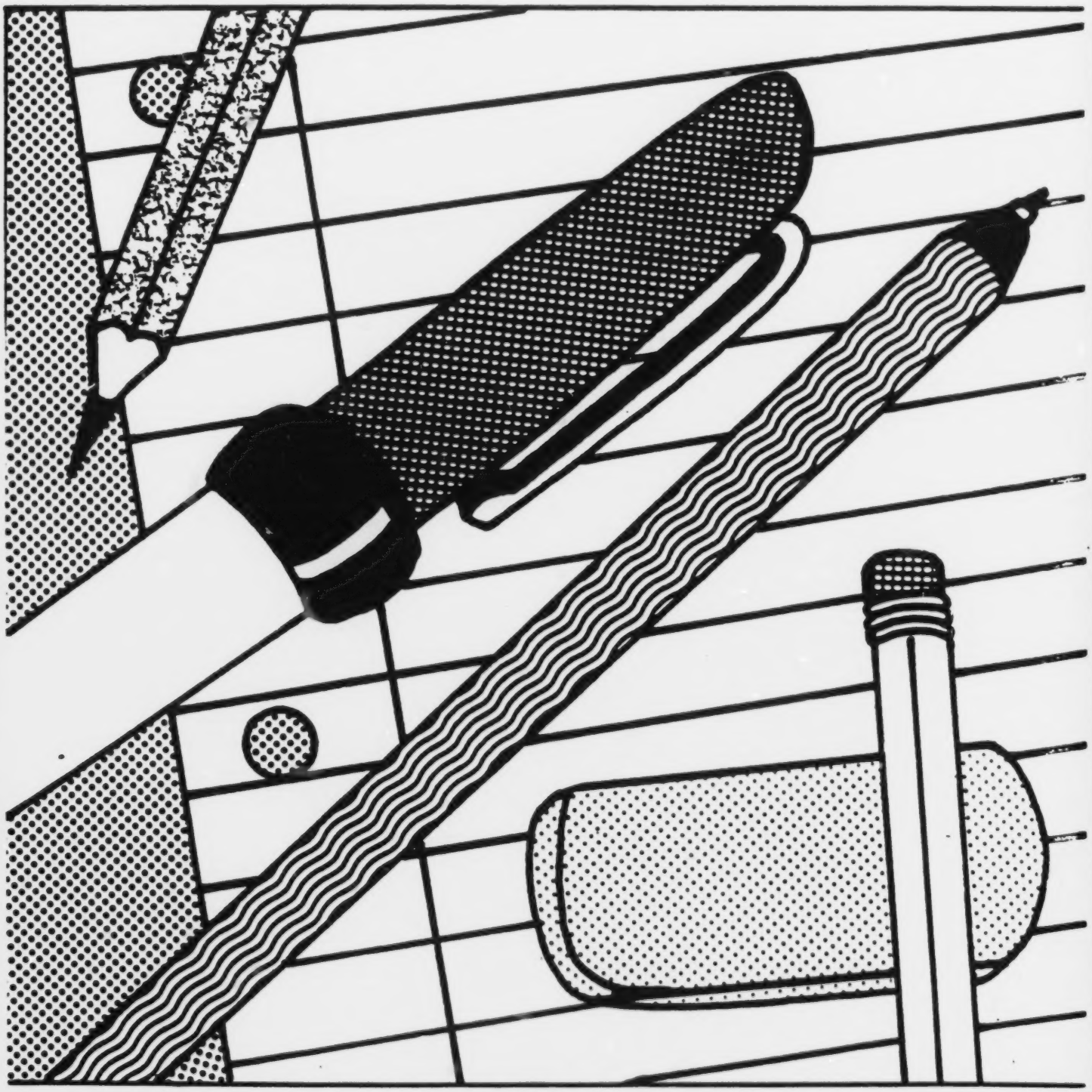
Have students select an important news item. They should identify the cause (why the story is in the news) and the effects of the event or incident.

Have students identify simple, compound, complex, and compound complex sentences in the newspaper.

Have students identify different parts of speech (nouns, verbs, adverbs, adjectives, etc.) through the use of the newspaper.

Writing Applications

The newspaper is an excellent resource for a variety of writing activities. The 97 activities in this section will engage students in a series of meaningful learning experiences. It is believed that the activities can be used as they are written, or with slight modification, in the full range of secondary subject areas.



Writing Applications

Have students assume that they are newspaper reporters in the year 2001. Using their imaginations, have them write a news story which they believe might appear in a newspaper in the year 2001.

Have students select a lengthy article from the newspaper. They should go through the article and eliminate any nonessential parts which would not affect the overall meaning of the article.

Have students compose a seven line diamante using the following directions:

Line 1—One word—subject of the poem
Line 2—Two words—adjectives that describe the subject
Line 3—Three words—participles
Line 4—Four words—that relate to the subject in line one
Line 5—Three words—participles
Line 6—Two words—adjectives
Line 7—One word—opposite of the subject in line one

Have students assume that they have been asked to write a summary of a story that they are currently reading in high school for publication in an elementary school newspaper. The summary should be about 100 words in length and should be in a language that elementary students would understand.

Have students create a newspaper front page that tells their life story. The front page should include:

—At least five news stories
—Headlines, datelines, and bylines
—A name for the newspaper, its date and location
—At least one photo or drawing

Have students identify a news story of interest. Rewrite the story by adding adjectives, wherever appropriate, to "punch up" the meaning of the story.

Have students clip at least five interesting stories from the newspaper. They should identify the 5 W's and H from each story. Using their imagination, they should create an original story by "mixing" the 5 W's and H from the different stories.

Have students write a "how-to" article on some topic of interest. Find examples from the newspaper to use as a model. Have them keep in mind the importance of sequence as they write their stories.

Have students read reviews of movies, television shows and books. Have them describe in a help wanted ad the qualifications necessary to be a critic.

Have students observe some classroom or school incident and then write a news story about what happened. Have students compare their stories.

Have students identify a continuing news story. They should write a positive and negative ending to the story.

Have students compare coverage given an important news event in the newspaper printed where it happened with coverage in their local newspaper. You may need to supply the out-of-town newspaper. The comparison should be written in the form of a feature story.

Have students determine the degree to which movie titles reflect the actual story of the movie. Have them write an essay reporting their findings and opinions.

Have students select an unusual item. Write a short feature story about the article.

Have students identify an issue or problem of particular interest to them. They should write a help wanted ad for someone to help resolve the issue or solve the problem. The ad should identify the desired qualifications for the job.

Have students visualize what a comic strip about their school might be like. It could be funny or serious, a continuous story (serial), or whatever they choose. They should describe the setting of the comic strip, the main characters, and the story line if there is one. Give 3-4 examples of what a daily strip might include. If possible, illustrate one comic strip.

Life would go on without the comic strips. If comic strips were to disappear however, many people would feel that something was missing from their lives. For this activity, have students assume that a decision has been made to eliminate newspaper comic strips. Their assignment is to write a one-page editorial reflecting their views about "life without the comics."

Have students select a continuing story comic strip from their newspaper. They should read the comic strip for a period of one week and summarize the week's events in a summary comic strip. If possible, they should use the actual comic strip characters etc.. to discuss the weeks events. They can clip or trace the characters to develop the comic strip. They should not use more than 4-5 panels.

Have students assume that each comic strip is to have a headline that summarizes the most important elements of that day's comic strip story. They should select at least five comic strips and write an appropriate headline for each one. In addition, they should examine headlines in their newspaper to familiarize themselves with the way they are written.

Have students assume that they are a news reporter assigned to cover a story being told in a comic strip of your choice. They should write a headline and short news story of what happened in the comic strip. Make sure that they consider who, what, when, where, why and how (5 W's and H) when they write the story.

Have students view a new television program and write a brief review of the program. They should compare their review with what other students write.

With a little imagination, students can probably come up with an ending for a comic strip that's as good as the one actually used. Have students select at least three comic strips. erase the balloons in the last frame and write in their own ending. Attach them to a sheet of paper and share them with the rest of your class.

Have students select one or more comic strip characters from the newspaper. They should write at least a two paragraph sketch of each character.

Have students think about a really far-fetched comic strip that they would like to create. On one sheet of paper describe the following:

1. The main character
2. The other characters
3. The setting
4. The general story line

Indicate why they believe their comic strip would be considered far-fetched.

Although a newspaper comic strip may include several frames, the writer is trying to convey one main idea to the reader. Have students select any ten comic strips and write in one sentence the main idea that the writer was trying to convey. If they wish, select ten different days of one continuous story comic strip.

Have students select a comic strip from their daily newspaper. They should erase the wordings in the balloons and substitute their own words. They can make the story serious or funny.

Choose a picture from the newspaper with one person in it. Have the student write down what they think the person is thinking in complete sentences or phrases. Encourage them to note the person's clothes, the surroundings, the person's age and expression. The students can also pick their own pictures and the class can try to match monologues with the pictures.

Choose a serial comic and have the students write what they think will happen the next day. Check their predictions with what actually happened the next day.

Write a very short sentence from the newspaper on the board. Have everyone attempt to expand the sentence into the longest sentence possible without making it awkward or unclear. Discuss how long sentences are not always good sentences; that sentence variety and balance are ideal. Point out that all students are capable of writing long, vivid and complex sentences.

Pick several headlines from the newspaper and have students rewrite them in complete sentences. Discuss how this may or may not have changed the meaning.

Have students find interesting filler facts in the newspaper and have them use the facts in a story of their own.

Read letters to "Dear Abby" from the newspaper with the names of the people writing the letters removed. Have the students make up catchy names to go with the letters. Later let them see how close the names are to the ones printed originally. In focused writing, given the printed names, have the students write letters seeking advice.

Write a headline on the board and have the students paraphrase it or translate it by adding words. Discuss and then read the story to see if they were close to the meaning of the story.

Have students cut pictures, headlines and words from newspapers that they feel best describes themselves. Using hangers and string have them make a "me mobile." Encourage the students to use expressive and vivid words.

Have students pick stories in their favorite newspaper section. Direct them to write down examples of slanted, biased, or loaded words or phrases. For example, "the drop-out lives in a shack" compared to "the young man lives in a small house." Students may volunteer to read their examples out loud; they are then written on the board. Below the examples write the students' translations of the sentences using more simple and less slanted words. Discuss the differences.

List words from headlines in scrambled order. As a group activity, have the students try to put them in the correct order. Discuss the different meanings given by changing order.

In the comic strip "Peanuts" Snoopy is an important character. Ask the students to imagine what their pets would say if they were in a comic strip. Have them write about it.

Pick comics that are popular because of their similarity to real life. Have students react in writing to the ones that portray situations that have happened to them or to people they know.

Have students write an imaginary dialogue between the central characters in a news story or develop a scenario of what might have happened before or after a news item appeared.

Have students write an editorial designed to inform, influence, entertain, interpret or arouse interest in a subject of interest to them.

Have students write feature stories about one another.

Have students examine a copy of the newspaper published on the day they were born. Have them compare the newspaper with today's copy and write a feature story on changes they perceive (clothing, styles, stock market prices, people in the news, important news, ads, etc.)

Have students read the letters to the editor section of the newspaper and, pretending they are the editor, write a letter or reply back to the letter writer.

Have students translate information found in newspaper graphs and tables into prose.

Have students select movie titles from the entertainment section of the newspaper. Have them write their own story from the movie title.

Distribute to your students headlines that ask questions. Have them discuss their personal views of the headlines.

Have students write a news story or feature story demonstrating variety in sentence structure. They could label each type of sentence used.

Have students prepare or chart contrasting sentence types and lengths in news stories, editorials, syndicated columns and feature stories.

Have students analyze the sentences within five paragraphs of a news or feature story and determine whether each sentence is simple, complex, compound or compound-complex. They could also determine variety in sentence length.

Select one picture from the newspaper which could be used as the basis for the plot of a short story, skit or poem. Have students develop one of these forms of writing using the picture as their inspiration.

Have students select one story and list the topic sentences and supporting details within each paragraph.

Have students clip one story from the newspaper for a period of two weeks and write an article describing the progression of the story.

Have students select a traditional fairy tale and rewrite it as a news story, an editorial and a feature story.

Have students write an account of an accident, or similar event from the point of view of an eye witeness, the driver of the car and the policeman filing the accident report. The same procedure can be used in various ways to illustrate points of view.

Write a long descriptive classified advertisement. Have students rewrite the ad using as few words as possible without eliminating the necessary information.

Reproduce a news article that includes many direct quotes. Omit some of the quotes and have students infer what the speaker might have said.

Have students develop photo essays of people, places or events in the news.

Have students select an article that is factual and objective, and then rewrite it substituting subjective and connotative language and inferences.

Have students rewrite classified or display ads so that they will appeal to different groups of people.

Have students read and write book reviews in the style used in the newspaper.

Have students compare news from decade to decade—feminist movements, student demonstrations, crime rates, revolutionary groups, etc. They should share their findings in a feature story.

Use collections of prose found anywhere in the paper and have students develop a blank verse poem.

Using the "Peanuts" comic strip as a model, have your students develop definitions, in metaphorical terms, for ten abstract terms. For example, happiness is _____
A friend is _____

Instruct students on how to set up a "dummy" newspaper page. Give them 10 headlines describing catastrophies or disasters. Have the students arrange the headlines on the dummy page according to their priorities.

Using photos from the newspaper, have students write captions in which they demonstrate the use of figures of speech.

Have students develop an original comic strip (or modify an existing one) in which the dialogue of the characters demonstrates the use of three or more figures of speech.

Have students clip pictures of objects from various display ads and write original slogans for the objects using different figures of speech.

Have students combine parts of different ads to create a totally new ad. The ad can be serious or humorous.

Have students write about an incident in their lives using newspaper writing style. It could be a news or feature story.

Have students rewrite certain articles using more compact sentences or paragraphs.

Have students write a classified ad based on the events of a news story. For example, Watergate suite for rent, guaranteed privacy.

Have students read and summarize articles. They could present their summary orally or in writing to the rest of the class.

Have students write a story from the point of view or in the style of a certain comic strip.

Clip a picture from the newspaper and have your students write a story to go with it. Students could also expand upon picture captions.

Select a comic strip and have the students write it out without using pictures. This would require descriptions of the characters and actions, etc.

Have students create their own comic strip using any style or type desired. You could limit the type or style. For example, the comic strip should teach something or could involve activities at school.

Give your students the basic information (facts) included in a news article of a certain length. Compare the students' articles with the original.

Have students prepare a classified ad trying to sell, for example, a recently read library book. They could also prepare a display ad for the same book.

Have students expand headlines into complete sentences and/or reduce a sentence into a headline.

Have students find 10 action verbs in the sports section and write a sentence using each of them but not in sports language.

Remove the last paragraph from newspaper articles. Have students try and determine what happened next. Let them develop an appropriate ending to the story.

Discuss why letters are sent to the editors, including the correct way to write a letter. Have students write their own letter on a topic of interest or concern to them.

Discuss the sports and modern living pages. Students can work in groups and create their own articles related to these two sections. Initially, boys can work on sports and girls on modern living and then they can switch roles.

Using one picture cartoon, have students write stories about them. The captions are used as endings or beginnings for the stories.

Have students choose four of their favorite comics and cut one frame from each. Next tell them to glue the frames onto paper and write a story based on the order of the frames.

Have students pick stories in the newspaper, read them, and expand on them, pretending to be members of a "liar's club" that gives prizes for the biggest "whoppers." Their response could be written or oral.

Give each student three pictures and ask each to connect the pictures in a story. This can also be done by the class as a whole or by small groups.

Tape captions from the newspaper to the top of papers. Ask each student to use the caption as a line in a story or perhaps as an opening line. The students can also pick captions and trade them with others to write more stories.

Using pictures from the newspaper which have two or more people in them, have students write a story in which what the people are saying to each other is emphasized. Discuss proper punctuation of the conversation.

Give students the following information:

1. A local park
2. A forty year old patrolman
3. Seventeen year old youth
4. Both are killed under less than clear circumstances

Now ask students to do one of the following:

1. Write a report on the event for a liberal, conversative or radical paper.
2. Interview a friend or relative of the man killed.
3. Write a letter to the editor as a local parent or suburbanite.

Students may fill in details of the incident using their own imagination. For experimental writing, the students write about their initial response to the incident.

Pick an unusual picture and have the students write four sentences about it: a statement, a question, an exclamation and a command. For focused writing, have the students use the sentences in stories about the picture.

After reading several examples of parodies written by syndicated columnists such as Art Buchwald and Erma Bombeck have the students write their reactions to what they have read.

Have students cut out a face from a newspaper picture or cartoon and paste it at the left of a long strip of paper. Then each person passes his strip to the person on the right, who makes up something for the character to say, which is written in a balloon. This person also adds a new character and passes it to the person on the right, and the third person adds the response of the second character to the first character. This goes on until the strip is full, the last person writing the conclusion.

Have students cut out pictures from newspaper of things they like to see, do, hear, feel, smell and touch. Students can then write short sentences or phrases about the pictures.

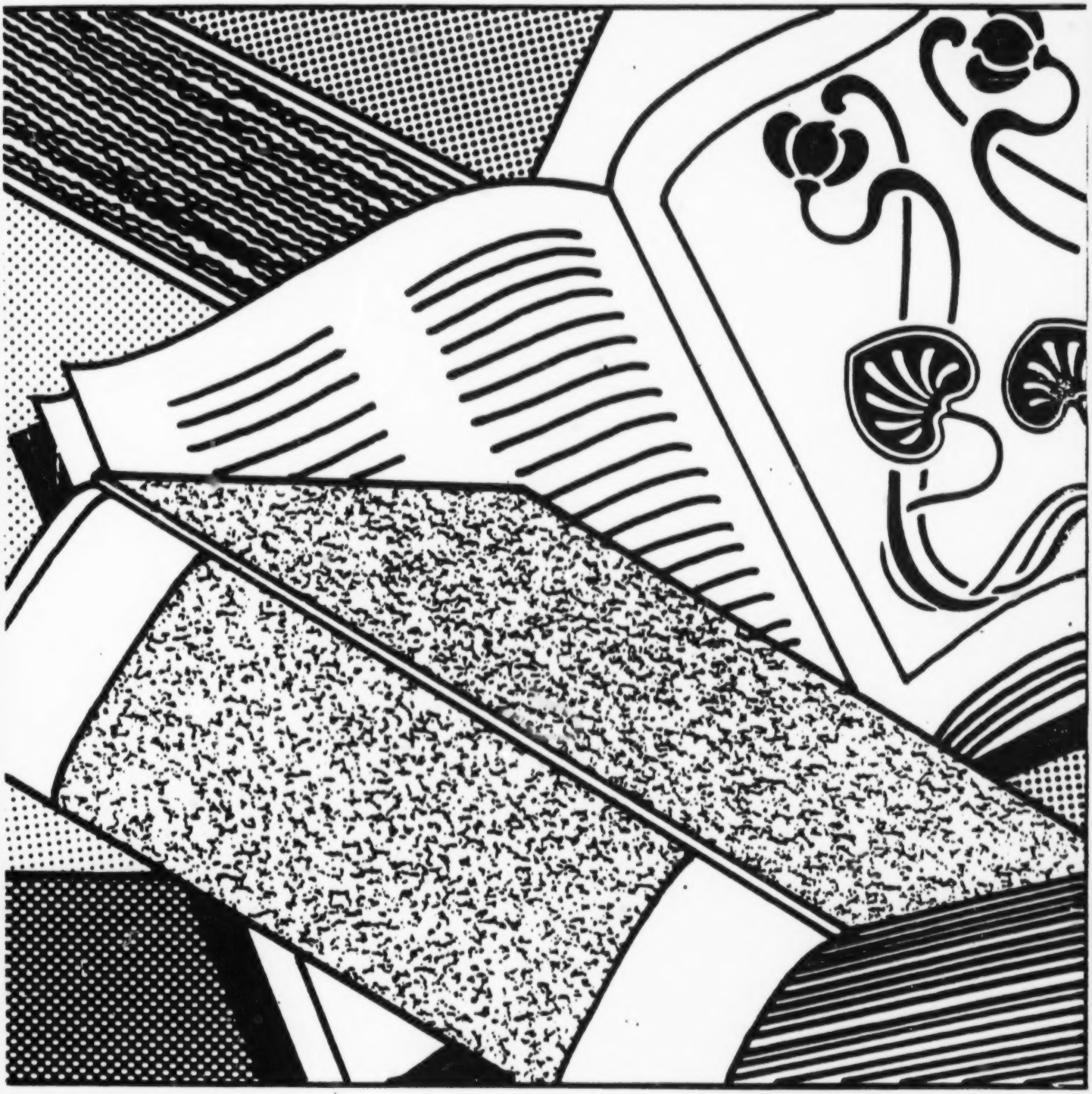
Draw a silhouette of each student on newsprint. Have the students fill in their silhouettes with words or pictures from newspapers describing "the real me." Later, encourage the students to write down words or phrases about thoughts the silhouettes inspire. In focused writing, these words or phrases might inspire a story.

Have students write a follow-up news or feature story to an article of interest.

Have students create a dialogue between, for example, two people in the news, two comic strip characters etc.

Literature Applications

The newspaper probably does not, in the strictest sense, meet the criteria necessary to qualify as literature. There are, however, a number of newspaper based activities that can be used to relate literature to the present day. A total of 18 activities have been developed for this section.



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Literature Applications

Have students select one or more heroic figures from literature. They should compare their selections to heroes of today. In a brief feature story they should determine the similarities and differences, criteria used for selection, qualities possessed by the heroes, etc.

Have students create display ads which might reflect the "life and times" of a period in history (literary setting).

Have students summarize a literary work in the form of a news story. They should also write a headline for the story.

Have students write "personals" in newspaper style for literary characters. Students should read the personals to get an idea of what is typically included. Students can attempt to identify the characters in other personal ads.

Have students read one issue of their newspaper. Have them identify at least five possible ideas for short stories from the newspaper.

Much literature relates to the theme of "real life drama." Have students identify, from the newspaper, examples of "real life drama" as reported in the newspaper.

Have students identify current literary personalities in the news. What they find could be part of a bulletin board display.

Have students select several articles from the paper related to the same topic or theme. They could summarize the articles. Some themes might include: fear, hate, revenge, conflict, love, cooperation, etc.

Have students write a news story giving an account of a literary incident.

Have students find pictures or illustrations in the newspaper that might appropriately illustrate a literary selection being discussed in class.

Using a selection from literature, list the action of the story as it is usually told. Have students rearrange these facts into the inverted style the newspaper uses.

Remind students that comic strips have the same basic elements as novels and short stories. They include a plot, characters, a time and place setting, action and a theme. Have students select any five continuous story comic strips and describe the elements identified above.

Have students check a dictionary to determine if the newspaper qualifies as a form of literature.

Have students write headlines for the literature they are studying.

Have students write a feature story about some aspect of literature being studied in class.

Have students assume the identity of a character from literature. Given their understanding of the character, have them write a letter seeking the advice of a columnist like Dear Abby.

Have students locate parallels between literary events and current events as reported in the newspaper. The same thing can be done with a variety of themes: e.g., love, tragedy, conflict.

Have students select a news article of interest. They should identify basic elements of literature (characters, theme, plot, setting) from the news story.

Speech Applications

The shortest section of this publication relates to the use of the newspaper as a resource for teaching speech. While only 13 activities are described, they are general enough to be used in a variety of subject areas.

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Speech Applications

Have students assume the role of salesperson and attempt to use as many devices as possible to sell a product or products to the class. Poll the class to determine which appeal was most successful.

Have students read the advice column in the newspaper for a few days. Have them select one column of particular interest and role play the situation and the advice given by the columnist.

Have students clip a number of headlines from the newspaper and place them in a container. Have them draw out the headlines and give a brief impromptu speech from what they infer from the headline.

Have students dramatize the comics. They can use a script or ad lib a situation.

Have students dramatize phrases or articles in the newspaper. The class could be divided into teams with each team selecting what the other team will dramatize.

Have students present oral news reports. After listening, students should identify the five W's and H of the report.

Have students conduct a mock press conference with someone in the news. They should develop questions they would like to ask the individual.

Have students work in small groups to present a news article in skit form.

Have students impersonate a favorite sports figure, cartoon character, politician, etc. Other class members can guess who is being impersonated.

Have students write and present a parody on a columnist, sportscaster, or a person in the news.

Have students work in small groups to develop an improvisation of an interesting letter to Dear Abby or Ann Landers.

Have students role-play different situations from the newspaper: a job interview from the classifieds, an athlete being interviewed by a reporter, etc.

1. Dramatize an actual comic strip in the form of a short play.
2. Write a short play involving the characters in the comic strip.
3. Tape record a comic strip and play it back to your classmates.

Name:

Advice for Literary Characters

Purpose: *To analyze the needs of characters from literature*
Subject: *Literature applications*
Activity: *One way to demonstrate an understanding of a particular literary figure is to determine what advice the character would likely ask for to help him/her solve a personal problem(s). Complete the following:*

1. Assume the identity of one of your favorite literary figures, or someone you are currently reading about.
2. Given what you know about the literary figure, write a letter asking for advice from an advice columnist. Use the space below.

Name:

Literary Headlines

Purpose: *To summarize literature in the form of headlines*
Subject: *Literature applications*
Activity: *If written correctly, a headline will communicate the main idea or a story to the reader. Complete the following:*

1. Choose either three literary selections that you have read, or a book with chapters that you have read recently.
2. Write a headline for each of the three books or the chapters of the one book that you have read. Remember the headlines should communicate the main ideas. Use the space below.

Headlines

Name:

Literature and Real-Life Drama

Purpose: *To identify the relationship between literature and real-life drama*
Subject: *Literature applications*
Activity: *Much literature relates to the theme of "real-life drama." Complete the following:*

1. Using at least one issue of your newspaper, identify five examples of real-life drama that could be used as the theme of a literary work. Consider, for example, literary themes such as love, tragedy, conflict, etc. Use the chart below.

Examples of Real-Life Drama

Name:

Short Story Ideas

Purpose: *To identify possible short story ideas from the newspaper*
Subject: *Literature applications*
Activity: *Ideas for short stories come from a variety of sources including personal experience and our views of the world around us. Complete the following:*

1. Examine at least one issue of your newspaper.
2. Using what you find in the newspaper, identify at least four possible ideas for short stories. Use the chart below and indicate where in the paper you got your idea.

Short Story Idea	Location in Paper

Name:

Literature as News

Purpose: *To summarize a literary work in the form of a news story*
Subject: *Literature applications*
Activity: *Complete the following:*

1. Assume that you have been asked to write a news story about a literary work that you have read.
2. Review how news stories are written. Write your story in the space below and on the reverse side of this activity sheet. Write a headline for your story and, if desired, you might consider using an illustration or picture with your story.

Name:

Comparing Heroes

Purpose: *To compare literary and current heroes*
Subject: *Literature applications*
Activity: *Many heroic figures, either fictional or non-fictional, have provided the central character for works of literature. Complete the following:*

1. Think about what you believe makes a hero. List the criteria you would use to determine if someone is a hero or not.
2. Select one or more heroic figures from literature. Identify from your newspaper someone who you believe is a present day hero. Compare the hero from literature to the present day hero. Use the space below and on the reverse side.

Criteria for Hero Selection

Comparison

Literature Hero	Hero from Present Day

Name:

Unusual Picture

Purpose: *To describe a picture through different types of sentences.*
Subject: *Writing applications*
Activity: *Complete the following:*

1. Select a unusual picture from your newspaper. Attach it to the back of this activity sheet.
2. Write four sentences about the pictures. Assume that any of the sentences could be used as a caption for the picture.
   Sentence One—A statement (declarative)
   Sentence Two—A question (interrogative)
   Sentence Three—An exclamation (exclamatory)
   Sentence Four—A command/request (imperative)

Use the following chart for your responses.

	Sentence
Statement	
Question	
Exclamation	
Command	

Name:

You Were There

Purpose: *To create additional insights into a news story*
Subject: *Writing applications*
Activity: *Most news stories would be more interesting, and probably reliable, if the story included the comments of an eyewitness. Many events, of course, are not actually witnessed by anyone. Complete the following:*

1. Select two news stories of interest. Read the stories carefully.
2. Select a person for each story who might add to the story if they had been an eyewitness. Write what you believe they might have said had they been there. Use the space below and on the reverse side for your comments.

Name:

Letter to Editor—Letter from Editor

Purpose: *To describe personal opinions on current issues*
Subject: *Writing applications*
Activity: *The newspaper provides a forum for public opinion by publishing letters on a variety of topics written by readers. Examining and reading the letters provide a fairly good idea of what is of concern to people. Complete the following:*

1. Read the letters to the editor section of your newspaper.
2. Write a letter to the editor of your newspaper. Choose your own topic for your letter. Check with your teacher if you decide to actually mail the letter.
3. Assume that you are the editor of your local newspaper. Select one letter of interest that has been published in the paper. Write a response to the person who wrote the letter. Use the space below and on the reverse side for your two letters.

Name:

Editorial Viewpoints

Purpose: *To express personal opinion through editorials*
Subject: *Writing applications*
Activity: *The editorial page(s) of the newspaper is used to express a number of opinions on a variety of topics. Unlike news stories which are supposed to be totally objective, editorials can include the opinion of the writer. Editorials in general, are written to inform, entertain, influence, interpret or create interest. Complete the following:*

1. Read the editorial page(s) of your newspaper for a couple of days.
2. Select any topic of interest and write an editorial which expresses your opinion. Consider using an editorial cartoon to support your views. Use the space below and on the reverse side for your editorial.

Name:

Headline Summaries

Purpose: *To summarize events through headlines*
Subject: *Writing applications*
Activity: *Complete the following:*

1. Assume that each comic strip in your newspaper is supposed to have a headline that summarizes the main idea of comic strip stories.
2. Select at least five comic strips and write an appropriate headline for each one.

Comic Strip	Headline

Name:

Comic Strip Reporter

Purpose: *To translate a comic strip into a news story*
Subject: *Writing applications*
Activity: *Complete the following:*

1. Assume that you are a news reporter assigned to cover a story being told in a comic strip of your choice.
2. Write a headline and short news story of what happened in the comic strip. Be sure to examine how news stories are written before beginning your assignment. Use the space below and on the reverse side for your headline and news story.

Name:

News Reporter—2001 AD

Purpose: *To write a news story about a potential future event*
Subject: *Writing applications*
Activity: *What the news will be in the year 2001 is something that we can't predict with a great deal of accuracy. Each of us, however, may well have our own thoughts about what may happen. Complete the following:*

1. Assume that you are a newspaper reporter in the year 2001.
2. Using the space on the front and back of this activity sheet, write a news story that you believe might appear in a newspaper in the year 2001. Write a headline for your story.

Name:

"Punching Up" Stories

Purpose: *To use adjectives to change the meaning of a story*
Subject: *Writing applications*
Activity: *The meaning of a news story can be changed considerably by the use of adjectives. Certain adjectives can introduce bias into news stories which are supposed to be totally objective. Complete the following:*

1. Select a news story of interest to you.
2. Rewrite at least the first two paragraphs of the story. Using your imagination, add as many adjectives as you like to the paragraphs of the news story. In addition, rewrite the headline following the same directions. Use the space below and the reverse side of this activity sheet.

Name:

5 W's and H Mix

Purpose: *To create a new story from existing news stories*
Subject: *Writing applications*
Activity: *A news story will identify the who, what, when, where, why and how of a news event. In general, the most important information is presented first in a news story. Complete the following:*

1. Identify the 5W's and H from three news stories. Use the chart below.
2. Using any mix of the 5W's and H from the three news stories, create a fictional news story. Write your story on the reverse side of this activity sheet.

News Story

Who			
What			
When			
Where			
Why			
How			

Name:

Here's How

Purpose: *To create a story involving step-by-step directions*
Subject: *Writing applications*
Activity: *The newspaper frequently prints articles which are designed to explain to the reader how to do something. Examples might include how to refinish furniture or landscape a yard. Complete the following:*

1. Examine several copies of your newspaper for examples of "how to" articles.
2. Using the space below and on the reverse side of this sheet, write a "how to" article on a subject of your choice. If possible, include a picture or illustration with your story.

Name:

Writing Reviews

Purpose: *To write a review for a book, movie or television program*
Subject: *Writing applications*
Activity: *Reviews are written to inform the reader regarding the opinions of a critic about a book, movie, television program, concert, etc. Each review will include a mix of fact and opinion. Complete the following:*

1. Read various reviews in your newspaper. Note the writing style that is used.
2. Select what it is you will review. Using the space below and on the reverse of this activity sheet, write your own review.

Name:

Features

Purpose: *To write a feature story of personal interest*
Subject: *Writing applications*
Activity: *Unlike a regular news story, feature stories, while also containing factual material, are written to entertain the reader. Feature stories may involve biographies, amusing incidents, human interest etc. Complete the following:*

1. Read some examples of feature stories from your newspaper.
2. Select a topic for a feature story you want to write and you believe would be of interest to others. Determine if pictures and/or illustrations would be helpful. Use the space below and on the reverse side for your story.

Name:

Comic Strip Summary

Purpose: *To summarize a series of events*
Subject: *Writing applications*
Activity: *Complete the following:*

1. Select a continuing story comic strip from your newspaper.
2. Read the comic strip for a one week period. Your assignment is to summarize the week's event in a summary comic strip. Your summary strip should not exceed four frames. If possible, use the actual comic strip characters in your strip.

Name:

Sentences

Purpose: *To identify examples of different types of sentences.*
Subject: *Language arts foundations*
Activity: *Complete the following:*

1. Review the use of declarative, interrogative, exclamatory, and imperative sentences.
2. Examine one issue of your newspaper and find at least one each of the four different types of sentences. Paste or write the sentences in the chart below.

Type	Sentence
Declarative	
Interrogative	
Exclamatory	
Imperative	

Name:

Wanted—Problem Solver

Purpose: *To identify qualifications necessary to solve a problem*
Subject: *Writing applications*
Activity: *By reporting the most important news events, the newspaper brings us face-to-face with the problems facing our society. Many of the problems, it seems, have been around for a long time. Complete the following:*

1. Select a problem of particular interest to you.
2. Assume that you have been given the responsibility of hiring someone to solve the problem you've selected.
3. Write a help wanted ad for your problem solver. Make sure that your ad identifies the necessary qualifications for the job. Read the help wanted ads in your newspaper to determine how they are written. Write your ad in the space below.

Name:

Headlines Into Sentences

Purpose: *To write complete sentences from newspaper headlines*
Subject: *Writing applications*
Activity: *Complete the following:*

1. Using one or more issues of your newspaper, select 10 headlines.
2. Rewrite each headline into a complete sentence. Use the following chart.

Headline	Complete Sentence

Name:

Cause and Effect

Purpose: *To identify the cause and effects of a news story*
Subject: *Language arts foundations*
Activity: *A news event is important, for the most part, because of the effect it may have on all of our lives. Complete the following:*

1. Read one issue of your newspaper and select two news stories of interest.
2. For each story, identify the cause (why the story is in the news), and the effects of the event or incident. Use the chart below.

News Story	Cause	Effects

Name:

Improving News Stories

Purpose: *To determine how a news story might be improved*
Subject: *Language arts foundations*
Activity: *Given limited space, news stories frequently do not include all of the information or supporting illustrations that we would like. Complete the following:*

1. Select a news article from the newspaper that is of interest to you.
2. Read the article and ask yourself what additional information, charts, graphs, maps or other illustrations would help improve the readers' understanding of the story.
3. Use an encyclopedia, almanac, atlas and any other resources to develop additional information for the article. Use the space below and the reverse side for your information.

Name:

New Words

Purpose: *To define new words used in the newspaper*
Subject: *Language arts foundations*
Activity: *Language is constantly changing. The most visible change may involve the new words that are coming into usage. Complete the following:*

1. Read at least two copies of your newspaper.
2. Try and identify at least 5 words that you believe would not have been in the newspaper 10 years ago. Use the chart to list your words and their definitions.

Word	Definition

Name:

Main Idea Telegram

Purpose: *To describe the main idea of a news story*
Subject: *Language arts foundations*
Activity: *Complete the following:*

1. Select and read a news article from the front page of your newspaper.
2. Assume that you are going to send a telegram (no more than 10 words) to a friend. The telegram should communicate the main idea of the news story you've read. You do not need to write in complete sentences.

Telegram

Name:

Comics and Parts of Speech

Purpose: *To identify nouns, verbs, adjectives and adverbs*
Subject: *Language arts foundations*
Activity: *Complete the following:*

1. Select any three comic strips from your newspaper. The comic strips should have a fair amount of dialogue.
2. Identify which words from the comic strips are nouns, verbs, adjectives and adverbs. Use the chart below.

Comic Strip	Nouns	Verbs	Adjectives	Adverbs

Name:

Comic Synonym Substitutes

Purpose: *To identify synonyms*
Subject: *Language arts foundations*
Activity: *A synonym is a word that has the same, or nearly the same, meaning as another word. Joyful, happy and elated, for example, are synonymous words. Complete the following:*

1. Select any five comic strips from your newspaper.
2. Select two words from each comic strip and substitute a synonym for each word. Use the chart below.

Comic Strip	Words	Synonyms

Name:

Describing Comic Characters

Purpose: *To describe comic strip characters*
Subject: *Language arts foundations*
Activity: *An adjective is a word that modifies a noun or pronoun. Adjectives, for example, are words like silly, funny, dumb, crazy, loyal and witty. Complete the following:*

1. Select any ten comic strip characters from your newspaper.
2. List the characters and, given what you know about each of them, identify one or more adjectives which you believe could be used to describe each character.

Adjectives	Comic Strip Character

Name:

SENTENCE STRUCTURES

Purpose: *To identify examples of sentence structures.*
Subject: *Language arts foundations*
Activity: *Complete the following:*

1. Essentially, there are four types of sentences used in our writing: simple, compound, complex, and compound-complex. Before beginning this activity, review what you already know about types of sentences.
2. Using one issue of your newspaper, identify at least one example of each type of sentence. Paste or write the sentence on the chart.

Type	Sentence
Simple	
Compound	
Complex	
Compound/ Complex	

3. Take any two sentences and rewrite them as one of the other sentence types.